

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12KY1

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Stephen Jenkins

Official School Name: Trapp Elementary School

School Mailing Address: 11400 Irvine Road
 Winchester, KY 40391-1686

County: Clark State School Code Number*: 100

Telephone: (859) 744-0027 E-mail: steve.jenkins@clark.kyschools.us

Fax: (859) 745-5801 Web site/URL: http://www.clark.k12.ky.us/schools/trapp.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Elaine Farris Superintendent e-mail: elaine.farris@clark.kyschools.us

District Name: Clark County School District District Phone: (859) 744-4545

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Judy Hicks

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12KY1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12KY1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)
(per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
11 Total schools in district
2. District per-pupil expenditure: 9913

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	7	9	16		6	0	0	0
K	11	12	23		7	0	0	0
1	15	6	21		8	0	0	0
2	13	7	20		9	0	0	0
3	12	8	20		10	0	0	0
4	10	11	21		11	0	0	0
5	10	9	19		12	0	0	0
Total in Applying School:								140

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
99 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 17%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2010	121
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent of English Language Learners in the school: 0%
 Total number of ELL students in the school: 0
 Number of non-English languages represented: 0
 Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 63%

Total number of students who qualify: 77

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 15

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>6</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>17</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12KY1

Trapp Elementary is proud to represent the Clark County School System in Winchester, Kentucky. Trapp Eagles say "Watch Us Soar!" Our school is a Pre-Kindergarten through 5th grade school serving 141 students located in a rural setting 11.4 miles southeast of Winchester, KY (population 16,776). The school was constructed in 1905 and was rebuilt in 1986 after being completely destroyed by a fire. For many families, Trapp School and its activities have been the center of their lives for generations. Together the community rallied to encourage the rebuilding of this community school. The fire did not break the spirit of the Trapp community, and classes continued at the nearby Boones Creek Camp from August 1984 until April 1986. The county is also known for the distribution of Ale-8 One, an original soft drink since 1926. Clark County is an active farming community producing corn, soybeans, tobacco, and cattle.

Trapp Elementary has proven itself for many years as one of the top performing schools in Kentucky. Based upon the Commonwealth Accountability Testing System and the Kentucky Core Content Test, Trapp was the first school in the district to be honored as a State Title I Distinguished School for the 2000-2001 academic year. Trapp School had the highest scores for the district, with a 101.7 for the year and an average of 99.3 for 2004-2006. Our two-year goal was 89.6. Since 1990, Trapp has excelled in each accountability cycle. In 2001, 2006, and 2008, the school was awarded Pacesetter status by the Kentucky Department of Education, an award given to the top 5% of all schools in the state. Scores have been consistently above proficiency (a score of 100) for the years listed below.

1. 2007 106.2
2. 2008 108.2
3. 2009 101.8
4. 2010 107.0
5. 2011 109.0

Trapp continues to perform well in math and reading with more than 90% of the students Proficient or Distinguished. In 2011, the school ranked 18th in the state accountability testing system.

The mission statement of Trapp Elementary is "Everyday we work and learn together to be successful tomorrow." The focus is to help students to reach their highest potential through numerous factors. First, teachers believe success is achieved through a strong home/school connection. This connection begins before the first day of school with home visits to strengthen positive relationships and gain insight into the whole child. Also, teachers ride the school bus route to increase awareness of students' home environments. During these trips, the teachers greet their new students with a "Welcome Back to School" bag of goodies and school supplies.

Trapp has a full-time staff of seven classroom teachers, including preschool, one special needs teacher, and two interventionists. Other half-time staff include a principal and guidance counselor. Six itinerant teachers serve our students in speech, media center, physical education, and music. Support staff members include a part-time Family Resource Director, kindergarten assistant, technology assistant, attendance clerk, welcome center receptionist, cafeteria staff, custodian, and secretary. The entire school family continues to strive to help children reach their maximum potential and develop into lifelong learners.

Low teacher turnover has contributed to the success of this small, rural school. Many of Trapp's teachers have dedicated most of their careers to this school. Teachers at Trapp have high expectations and encourage all students to do their best. The school staff is proud that after 34 years of excellence in the classroom, one of our teachers was chosen as Clark County's first Teacher of the Year by the Winchester-Clark County Chamber of Commerce.

Parent involvement has always been critical to the success of the school. Parents are welcome and encouraged to volunteer in classes and participate in their child's educational environment. The PTO works together with school faculty to raise money for field trips and educational supplies.

Together, community leaders and school staff work as a team to provide students with extra-curricular activities. Trapp is excited to involve the students in 4-H Club, DARE, Junior Achievement, Chess Club, Academic Team, Boy Scouts, and Girl Scouts. The staff and community are committed to the belief that all children can learn and believe it is important to work with the community to help each child reach his or her maximum potential.

1. Assessment Results:

A. The Commonwealth of Kentucky's accountability assessment Kentucky Core Content test (KCCT) is used to measure annual school progress. It gauges elementary schools' performances in Reading and Math for all third through fifth graders. In addition to reading and math, Kentucky's fourth graders are assessed in Science, and fifth graders are assessed in Social Studies and On-Demand Writing. Students' scores are ranked within four categories: Distinguished (being the highest), Proficient, Apprentice, and Novice (the lowest possible score). Each schools' proficiency level results are calculated from a combined percentage of proficient and distinguished scores in each content area.

Each school in Kentucky must meet its accountability index under No Child Left Behind (NCLB). NCLB requires all schools to reach proficiency by 2014 with an index of at least 100 out of a possible 140. Prior to 2009, each school's performances were recorded based on that index. Since then, school scores are reported as the percentage of proficient and distinguished. The schools are ranked and compared to other schools throughout the state.

The new assessments Kentucky adopted for the 2011- 2012 school year, for grades 3-8, are collectively named Kentucky Performance Rating for Educational Progress (K-PREP). They consist of norm-referenced test (NRT) and criterion-referenced test (CRT) items that encompass multiple choice, extended response, and short-answer questions. These tests are customized for students in Kentucky.

B. In 3rd grade mathematics, the trend for students who scored proficient and distinguished (P/D) averaged 92.4%. Of the five years tested, one year, 2009-2010, dropped significantly to 83%. Also, in 3rd grade mathematics, the number of distinguished rose every year from 44% to 75%.

In 4th grade mathematics, the trend for students who scored a P/D averaged 89.2%. One year achievement rose to 94%, 2008-2009. The number of students scoring distinguished rose from 38% to 76% during the five years.

In both 3rd and 4th grades in mathematics, the percentages of P/D remained high. The percentages that changed were students moving from proficient to distinguished. This movement shows that Trapp teachers continuously set high student expectations.

In 5th grade mathematics, the trend for students scoring P/D averaged 78.2%. However, the range of these scores was not as stable as 3rd and 4th grades, ranging from 57% to 93%, showing an inconsistency in performance. The number of distinguished students fluctuates between of 25% to 50%.

Third grade reading scores show a trend of 93.8% average in P/D scores. These scores have a range from 83% to 100%. The percentage of students scoring distinguished ranges from 18% to 38%.

Fourth grade reading scores show an average of 93.2% of students scoring P/D. The percentage of students scoring distinguished ranges from 24% to 44%.

Fifth grade reading scores show a trend of 84% average of students scoring P/D. The percentage of students scoring distinguished ranged from 25% to 50%.

In all three grades in reading, the students' scores are inconsistent. The staff believes this inconsistency is due to many differences in students and their abilities. The students may be less well prepared or far more advanced than the previous year's students due to a variety of causes. Trapp teachers are experienced in

addressing academic levels of the students entering their classroom and adapting instruction to meet the students where they are and raising them to their highest level.

In the most recent school year's data, 2010-2011, the school had an achievement gap of 10 or more percentage points between scores of all students and scores of subgroups in the following areas: 3rd grade math and reading comparing to special education, in 4th grade reading comparing to free/reduced and special education, in 5th grade mathematics comparing to free/reduced lunch, and in 5th grade reading comparing to special education.

To close the achievement gaps between students who are on free/reduced lunch, who receive special education services, and non-subgroup students, the following groups have been implemented:

- Reading 360 – grades K-2
- Reading Plus – grades 3-5
- Math 360 – grades K-2
- Math Plus – grades 3-5
- Reading 180 – grades 4-5

Student groups in grades K-2 are formed so that students work on mastering basic literacy and math skills. These small groups ensure that students are ready for the rigorous curriculum in the tested grades. For those students in grades 3-5 not mastering concepts, Reading Plus and Math Plus groups are formed to re-teach skills until mastery of concepts is reached or holes in content needed to master new skills are filled.

We have an *all hands on deck* approach to meeting children's needs. Funds are used to hire resource teachers to help children who are struggling in reading and/or math.

Long before RTI, the Trapp staff has always taken the stance that all children should have every resource available to them to ensure their success in school. Today, teachers and staff are more intentional about providing those interventions and keeping data to monitor progress.

2. Using Assessment Results:

A. Trapp teachers and staff use several assessment results to help improve instruction and student learning. Classroom teachers administer exit slips at the end of each class to determine mastery level of the content targeted in the current day's lesson. If students do not master the content, those students will be retaught. Teachers either assign homework, small group instruction, or one-on-one instruction during special classes to aid in achieving mastery.

Flashbacks are also given daily for teachers to continue to assess students' learning on information that has previously been taught. The use of flashbacks insures that students master content and retain the information. This concept helps students and teachers to constantly review, refresh, and reteach previously taught content.

At the end of units, students demonstrate their learning on Unit Mastery Checks. These tests have been developed by the school district and aligned with the schools' pacing guides. The scores are used to document that common core standards are taught and that students have mastered them. The goal is for all children to pass these tests with an 80% or higher. If students are not successful, then reteaching must occur. Reteaching is done in small group instruction by either the classroom teacher, interventionist, or resource teachers.

To help diagnose and prescribe individualized needs in math, students in K-2 are given the Student Numeracy Assessment Progressions (SNAP) assessment. This test is given one-on-one with each child

three times a year assessing forward number word sequencing, backward number word sequencing, number identification, addition and subtraction, finger patterns, and spatial patterns. All of these areas are referred to as directionalities. Students are then placed in their appropriate skill level in each directionality targeted. Grade levels do not matter in these groupings, just the skills being targeted. Therefore, each child is placed across grade levels in a group where his/her own level is being challenged. The six directionalities change every two weeks, and students are regrouped for each directionality.

In reading, students in grades kindergarten through 2nd grade and any low performing 3rd graders are administered the Fountas and Pinnell benchmark assessment. These assessments determine students guided reading levels for placement into small groups. The focus is then on comprehension strategies and building sight word vocabulary. Primary teachers use a triangular model to help identify students who are at risk. This model includes: Measures of Academic Progress (MAP) scores, letter recognition and sounds, and numbers of sight words. As students master letter recognition and sounds, they move into guided reading levels. Intermediate teachers use a triangular model that includes: STAR Reading, MAP, and fluency tests. These scores are all used to track students' progress and to form small reading groups. Students who are identified to be at risk are then given the Scholastic Reading Inventory (SRI) to determine a Lexile score and eligibility for READ 180, a remedial reading program.

To monitor the students' and school's performance, students are given the MAP test three times each year. This assessment is used as one tool to gauge students' grade equivalencies in reading, math, and language. This test is used as a universal screener for all students. If students significantly score below their grade level, this test may be used as evidence that a student needs to be placed in Tier II in the RTI process.

B. To inform parents of students' assessment results, teachers send home weekly work samples that could include: exit slips, flashbacks, classwork, homework, weekly assessments, and mastery checks. Teachers also schedule two mandatory parent conferences to discuss and distribute student assessment results.

Student MAP scores are used to communicate with parents the level at which their child is performing: above; on; or below grade level. Other parent conferences are scheduled as needed to discuss student progress. Phone calls, emails, and texts are sent to communicate students' areas of achievement or concerns.

Students routinely receive immediate feedback. Feedback from student's flashbacks and exit slips assists them to self-reflect on their mastery of content. In MAP testing, students are given a target RIT score along with their previous RIT score. When testing is complete, their new RIT score is immediately produced on screen. Further, Mastery Checks are analyzed with students, groups are then formed, and students work in areas where mastery was not achieved.

In the fall of each year, the school celebrates student achievement on state testing by hosting a school-wide assembly where students who score proficient or distinguished are recognized with certificates and photographs, which are published in the newspaper. The entire school celebrates with refreshments. In the spring of every year, proficient and distinguished students are recognized again with a medal. All students participate in a pep rally which motivates and encourages them to do their best.

3. Sharing Lessons Learned:

Trapp Elementary is both culturally and academically unique. Settled in the foothills of the Appalachian Mountains, students come from a long, deep tradition grounded in an excellent education. Teachers have always taught the *whole child*. Whether a student is a regular education, special education, or an at-risk student, they are the recipients of highly qualified, research-based, best-practice teaching.

Many examples of this teaching are demonstrated throughout the school day. Every week K-2 teachers teach sight word recognition, reading at students' guided reading levels, and reading strategies to build fluency. Every week these teachers also work in mathematics on basic numeracy skills to build fluency and create automaticity.

In intermediate grades, Reading Plus provides opportunities for students to receive instruction above and beyond what takes place in the regular classroom to ensure comprehension and fluency. Math Plus provides other opportunities for a period of re-teaching skills not mastered in the regular classroom. All teachers and staff want and expect students to reach proficiency.

In order to teach students most effectively, teachers meet weekly to discuss best practices with our sister school, Pilot View Elementary. Because both schools are small, teachers from Pilot View collaborate with Trapp teachers within their specific grade levels to discuss pertinent information regarding student performance. District level personnel are also invited to demonstrate how to best implement highly regarded standards and technological advances found at the district, state, and federal levels. Trapp teachers can then go to any of the Clark County elementary schools and share what they have learned from implementation of those standards and technology at Trapp.

The district routinely conducts *walk throughs* at the area elementary schools. Teachers from other schools, as well as the district personnel, come to observe how Trapp is so successful. They also provide feedback on ways Trapp teachers further incorporate best practice teaching in the school.

Finally, many Trapp school personnel are involved in district level committees. Whether it is writing district-wide Mastery Assessments, involvement on the District Instructional Leadership Team, or Council of Councils, Trapp Elementary teachers are an integral part of district leadership.

4. Engaging Families and Communities:

Trapp Elementary embraces and supports family and community engagement to empower stakeholders so that students of all backgrounds, culture, and race achieve at higher levels. Trapp teachers and staff believe that it takes an entire community to ensure the success of our students and strive to provide innovative and enriching opportunities for all students.

Teacher outreach to families include regular meetings to discuss academic progress, grade level benchmarks, the new mathematics and literacy standards, homework, and any other areas of concern. To create a partnership in learning, we communicate with positive postcards, phone calls, conduct home visits, send home learning materials, and provide progress monitoring data throughout the school year. Families receive weekly memos, notices, monthly newsletters, surveys, school and community event flyers in our parent-communicator folders to develop effective two-way communication. Staff members are committed to all families by being highly accessible by phone, e-mail, through written notes, websites, and in person.

Families and community members have the opportunity to participate in scheduled events throughout the school year. Annual events include Meet and Greet Night, Open House, Grandparents' Day, Thanksgiving Dinner, Christmas Program, Nine Week Honors and Awards Assemblies, Family Literacy and Math Nights, Title I Meetings, and Book Fairs.

Our business Partner in Education, M.D. Billing, commits four employees to mentor, volunteer, and tutor students in all content areas for 1 ½ hours each week. They assist students academically and personally, as well as donate funds for instructional and recreational opportunities. M.D. Billing personnel are invaluable positive role models in the school and community.

Trapp's Parent Teacher Organization (PTO) is known for establishing a strong partnership between students, parents, staff, and the community. All stakeholders have the opportunity to be involved in the

educational process, whether attending events, volunteering in the school or classroom, chaperoning field trips, or attending decision-making meetings. PTO sponsored events attract families, friends, and neighbors to our much anticipated annual Fall Festival and Field Day bringing together the entire community. An annual membership drive is held each fall to encourage families and community members to participate in all school functions.

The Family Resource Center collaborates closely with staff, parents, and the community to offer a multitude of services that reaches all students and their families to reduce any barriers to learning and improve academic achievement. Business leaders, community agencies, and faith-based organizations are committed to the Backpack Program, Reality Fair, and Trapp Boo Halloween community event.

1. Curriculum:

Trapp Elementary offers a rigorous, standards-based curriculum that is enhanced by a variety of programs. The curriculum has been horizontally and vertically aligned to the new national standards, as well as Kentucky Core Content 4.1 and Kentucky's Program of Studies. Curriculum maps and pacing guides have also been developed. Within the curriculum maps are daily learning targets that the teachers display and reference while teaching. The targets enable the students to fully understand the skills they are learning and to communicate their learning effectively. It also helps teachers plan lessons that are congruent to the standard(s) they are teaching. Common assessments, called Mastery Checks, have also been created to monitor student progress at the end of each unit of study. Professional learning communities have also been implemented to allow teachers the opportunity to plan together, discuss effective teaching strategies, and analyze individual student data.

Response to Intervention is an important component of the instructional program at Trapp Elementary. All students participate in differentiated Tier I and Tier II instruction to enhance their learning. Specific, research-based Tier II and Tier III intervention programs are used to provide remediation to at-risk students.

Each classroom is equipped with a document camera, projector, iPad, laptop, and desktops for instruction and individual student use. When students are not accessing technology within the classroom, they may use the computer lab. Technology is incorporated into lessons as much as possible because the goal is to develop 21st Century digital learners.

The teachers at Trapp Elementary believe that reading is the foundation of all learning, so they set high expectations and work diligently to help all students become proficient readers. Whole group, as well as small, differentiated group instruction is provided to all students. The Literacy Specialist assists the classroom teachers with assessing students and monitoring their progress on a regular basis. She also forms the small, flexible groups to ensure that all students receive instruction on their reading level. Once teachers know the students' reading levels, they use the Literacy First process, as well as other researched-based materials, to provide quality, explicit instruction that is aligned to the new national standards. Reading is also integrated into other subject areas to provide students with opportunities to use their learning skills in a variety of contexts.

The math curriculum is also aligned to the new national standards. Fluency and problem solving are the two main objectives of the math program. Student progress is monitored closely using a variety of data: flashbacks, exit slips, classwork, mastery checks, MAP, MAP probes, and FasttMath. Then, teachers work closely with the Math Specialist to create intervention groups for the students who need remedial instruction. The Math Specialist also collaborates in each classroom for 30 minutes and helps provide direct instruction and assistance to any students who need it.

The science curriculum is based on Kentucky Core Content 4.1 and includes the three areas of science: life, earth, and physical. Students learn the content by conducting experiments using the scientific method and creating projects. They also have opportunities to take field trips and listen to a variety of guest speakers.

The social studies curriculum is also aligned to Kentucky Core Content 4.1. Teachers strive to bring the curriculum to life and help students make real-life connections. Students participate in assemblies and a reality fair, hear guest speakers, attend a Veterans' Day service, and take field trips. They also keep informed about current events by reading "Scholastic News."

The students at Trapp also participate weekly in music, physical education, guidance, library skills, and computer lab. Third, Fourth, and Fifth Grades also have an enrichment period on Friday afternoons. They can choose from a variety of classes including: Spanish, sign language, drama, art, cooking, photography, and digital storytelling.

2. Reading/English:

Trapp Elementary follows district reading curriculum documents aligned to the new standards. The documents help ensure fidelity in instruction across the district and provides our students with a balanced literacy program using formative and summative assessments to measure progress.

Several years ago, the district underwent training in Literacy First, which is a process, not a program, utilizing research-based instructional strategies that work with any texts or materials. Scaffolding is an important part of the literacy program as Literacy First's *me-we-two-you* approach is used to gradually remove teacher support as students become more independent learners.

In the primary grades, the Literacy First Phonological Awareness Skills Test (P.A.S.T.) and Phonics continuum is used to monitor student progress and assist in forming small remedial skills groups. In addition to the whole-group instruction received in the classroom, small-group instruction is provided through the Reading 360 groups to emphasize reading comprehension strategies and build sight word vocabulary. These groups are formed based on the Guided Reading Level measured by the Fountas & Pinnell Benchmark Assessment System. First and second graders showing the greatest need in reading benefit from placement in Fountas & Pinnell's Leveled Literacy Intervention.

Intermediate grades utilize the Scholastic Read 180 program to provide additional support to struggling readers. Placement is determined by MAP, SRI scores, and other data used by our school. Remedial Reading PLUS is also used to boost groups for grades 3-5 taught by literacy specialists to provide additional instruction in foundational skills.

Trapp teachers make strategic instructional grouping decisions based on a variety of data given in the fall, winter, and spring. MAP, STAR, Fluency, and Accelerated Reader are assessments or programs used to provide data about student performance. Teachers make it a regular practice to look at all data when making instructional decisions.

Having school-wide Title I status, funds are used to hire as many resource teachers as possible to aid struggling students. Some of these funds are used to hold Family Literacy Nights to promote parent involvement and train parents with strategies to help their child become better readers at home.

It is the belief of Trapp Elementary teachers and staff that while primary students are LEARNING TO READ, they progress to intermediate grades where the shift begins and READING TO LEARN becomes the focus. The staff works together as a team with a *whatever it takes* attitude to meet students where they are and take them as far as they can go.

3. Mathematics:

The school's mathematics curriculum is based upon meeting the Common Core Standards. The kindergarten through 2nd grade classrooms use Investigations as their driving instructional program. However, as with any textbooks, our teachers do not always find that all the standards are covered, and supplemental materials are also needed. The 3rd grade through 5th grade use Coach books to guide instruction, along with other supplemental materials. The school's focus is to meet the standards with research-based materials that provide students with instruction, practice, and real world problem-solving tasks. Another resource all of our classrooms utilize is quantiles.com. This tool allows teachers to pull resources based on the standards.

Intervention for students who are not mastering the standards is a high priority. In kindergarten and 1st grade, students take weekly MAP math probes. Students who pass the probes are moved to the next probe. Students who do not attain 80% or higher remain on that skill with additional instruction given for those skills. They remain in this instruction until mastery. Students are placed in the level at which their independent learning is being challenged and developed.

In grades kindergarten through 3rd grade, students are monitored in their math readiness through SNAP testing. Students are assessed on the following directionalities: number identification, forward and backward number sequencing, finger and spatial patterns, and addition and subtraction. Each skill is assessed on a continuum between 0 and 50, with 50 being mastery. Every two weeks groups are developed to target these directionalities. Each group is based upon one directionality and the range in the continuum the group has not mastered. Every student in grades kindergarten through 3rd grade is in a SNAP group based on his/her individual needs.

In grades 3 through 5, students needing intervention are identified through the use of pretests, mastery checks, flashbacks, and exit slips. Students who have not mastered a skill during regular instruction, attend a 30-minute small group session where instruction is individualized. Students in groups fluctuate based on their needs.

Classrooms have an interventionist who is in the regular classroom during math instruction to provide smaller teacher/student ratios. The interventionist insures that students needing additional help receive it during the normal instruction time. A smaller teacher/student ratio helps to decrease the number of students who need intervention because needs are met during the class when issues arise.

4. Additional Curriculum Area:

Scientific discoveries and technological advancements are transforming our lives at an ever-increasing pace. Therefore, students at Trapp Elementary are exposed to standards-based science instruction in kindergarten through fifth grades. Teachers work diligently to provide engaging activities that support all three strands of science including Life, Earth, and Physical Science. A variety of learning styles are addressed through varied, unique engaging lessons. At all grade levels, teachers use the adopted text, "United Streaming", science learning centers, and hands-on investigations using the scientific process, field trips and the incorporation of technology to encourage students to become tomorrow's environmentalists, chemists, and meteorologists.

Reading is one of life's most essential skills, and the science textbook provides additional opportunities for students to develop and apply these skills. The science text reinforces all of the essential basic skills in cause and effect, compare and contrast, main idea, and interpreting graphic sources of information. Children can integrate what they learn in science with what they learned throughout the day in other areas.

All grades at Trapp Elementary have access to the endless possibilities of integrating Discovery Education into their science curriculum. Featured content is in the form of full videos, lesson plans and articles that all reinforce and capture the minds of our curious scientists visually and auditorially. Discovery Education helps children make real world connections to science and ignite the spark that may eventually lead to future environmentalists, biologists, and meteorologists.

Learning centers at the kindergarten through second grade level allow the students to investigate and explore science concepts through art, songs, and models. The intermediate grades have many opportunities to explore science and analyze problems to show what they can do using the scientific process. Trapp Elementary has created a classroom filled with curious self-motivated scientists through science fairs that give the K-5 students an opportunity to plan and implement their own investigations.

Trapp is supportive of field trips that take the students away from the four walls of a classroom to explore science in and around nearby communities. The younger students take a yearly trip to the Explorium in Lexington, Kentucky. There they explore nine discovery zones filled with interactive exhibits that inspire imagination and curiosity. Environmental Day, hosted by the local 4-H Club is a favorite trip for the fourth and fifth graders. Held at the local Boones Creek Camp, students have the opportunity to explore the water cycle, food chains, animal adaptations, and much more. The Hummel Planetarium located on the campus of Eastern Kentucky University in Richmond, Kentucky allows students to experience the wonders of the galaxy or view the beauty of the sky above. Also, Bluegrass PRIDE, an organization that offers environmental lessons that are aligned to Kentucky Core Content, continues to be an excellent outside science resource to the school.

Whether exploring science in the classroom or on a local field trip, the subject remains a favorite for many students.

5. Instructional Methods:

Trapp Elementary teacher and staff believe that not all students learn in the same way or style, so differentiated instruction is required to meet individual needs and allow for student success. Opportunities are provided to help each student learn at his or her own level.

Teachers provide modified lessons that incorporate all learning styles. Different activities are used within the class to engage all learners and provide a rigorous learning environment. Teachers integrate many hands-on kinesthetic activities that include music, songs, and cooperative learning groups to differentiate instruction. Teachers also model lessons in many different formats including document cameras, projectors, Smart Boards, and various computer-led presentations to help engage all learners. Teacher feedback is one of the most critical components of a lesson for students' understanding. To conclude a lesson, teachers have students complete exit slips to demonstrate their understanding of the content.

Plus Groups for students who learn at a slower pace are also provided. Using exit slips and mastery check data, students who have not shown an understanding in the classroom are placed into small groups to focus specifically on the material not mastered. Students not involved in the plus groups are provided with enrichment opportunities in the classroom to expand their learning.

The staff meets weekly to review RTI (Response to Intervention) plans for at-risk students. At these meetings, teachers and interventionists examine data to make decisions for these students. Interventions, times, and progress monitoring are then determined for individual students.

Trapp also offers an ESS (Extended School Service) program. Students stay after school two days per week for extra instruction. During this time students receive one-on-one instruction time, small group instruction, and feedback on the skills being addressed.

Two software programs are used with students needing additional help in mathematics: Fluency and Automaticity through Systematic Teaching with Technology (Fastt Math) and Vmath. Fastt Math groups meet twice weekly to work on automaticity of basic facts. Vmath offers basic facts, but specific lessons are also assigned that correspond to the content currently being taught in class or areas where additional help is needed. Read180 is another software program utilized to provide individualized reading instruction for identified students. Students participate in three parts of a Read180 class: instruction, technology, and independent reading.

Through many different strategies and instructional methods, the Trapp Elementary faculty and staff use differential instruction strategies to address the challenge of meeting the needs of all learners.

6. Professional Development:

Trapp Elementary believes quality professional development is of the utmost importance for all staff in order to have the greatest impact on student learning. The Clark County Board of Education requires each certified staff member to obtain 24 professional development hours each school year. Numerous invaluable workshops have been offered including Ruby Payne, the author of "Children of Poverty," who presented a lecture that opened our eyes to how our own students approach education and how we can help them overcome poverty's obstacles.

On a school-wide level, Trapp Elementary staff had the honor of attending a lecture of Dr. Harry and Mrs. Rosemary Wong. They are the authors of "The First Days of School: How to be an Effective Teacher." The lecture was both informative and educational. It provided a wealth of knowledge in the area of planning and formulating classroom procedures so that education takes the forefront in the classrooms.

The Clark County Board of Education strongly believes in the goals and missions to ensure high academic success of all students. Teachers have been participating in designing English/Language Arts and mathematics units countywide. Mastery Check assessments have been developed to coordinate with the new language arts and math standards.

Technology is an ever-growing and prominent area at Trapp. Professional development activities in which Trapp staff members have participated include SNAP, Vmath, Read & Write GOLD, and Smartboard trainings. Each teacher has received training on iPads and applications to use in classroom instruction. Finally, training has been offered on setting up classroom web pages; each teacher is encouraged to create his/her classroom web page and maintain throughout the year.

An important asset in instructional and professional development activities is having reading and math specialists in the building on a daily basis for mentoring the staff. Professional development is evaluated and examined yearly for continued growth.

7. School Leadership:

The leadership structure of the school is unique due to the fact the school does not have a School-Based Decision Making Council that exists in most schools in Kentucky. The school relies on teachers and staff, principal, and PTO to make school decisions that focus on student achievement.

It is the philosophy of the school leadership to focus on obtaining and training the very best staff in order to provide rigorous instruction for all students. The staff plays a huge part in the school's success. The connections with families, community members, teachers/staff, and students allow the school to have a positive climate to ensure a successful school learning environment.

It is the school's philosophy for leadership to provide the staff with the tools needed to allow students to be successful. These tools include needed training, technology, and resources for students and staff.

The principal has built a strong, long-term relationship with his staff and community that allows the school to continue the momentum of success from year to year. Being a principal between 2 schools, the schools rely on teamwork and leadership of teachers and staff in addition to the principal. The principal supports the staff to make decisions in his absence to ensure procedures are followed and students are held to high expectations.

In conjunction with his district, the principal has applied and received various grants for arts and humanities, technology, and additional resources including AmeriCorps. These resources have allowed students to receive significant opportunities to reach mastery.

The principal works closely with the PTO to schedule events for the students and provide many incentives for attendance, testing, and citizenship; Examples include: Citizenship Lunch, Attendance Dash for Cash, and treat parties to motivate students. All students are encouraged and believe that as Trapp Eagles, they can soar high!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	92	83	100	93	94
Distinguished	75	71	60	50	44
Number of students tested	24	17	14	16	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	93				
Distinguished	62				
Number of students tested	13	7	7	7	9
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested	5	2	2	3	1
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kentucky Core Content Tests

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	96	87	93	93	100
Distinguished	33	18	27	36	38
Number of students tested	24	17	14	14	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	92				
Distinguished	15				
Number of students tested	13	7	7	7	9
2. African American Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested	5	2	2	3	1
5. English Language Learner Students					
Proficient & Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	88	88	94	88	88
Distinguished	76	47	59	38	38
Number of students tested	17	17	16	16	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	82			82	88
Distinguished	64			28	22
Number of students tested	11	7	6	11	11
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested	1	4	2	1	6
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	94	95	89	88	100
Distinguished	35	24	24	38	44
Number of students tested	17	17	16	16	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	91			91	100
Distinguished	18			31	27
Number of students tested	11	7	6	11	11
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested	1	4	2	1	6
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	88	93	57	88	65
Distinguished	25	50	33	50	26
Number of students tested	16	14	17	16	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished				100	73
Distinguished				66	16
Number of students tested	8	8	9	11	15
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested	6	1	2	1	2
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: 2007-2011 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	94	93	62	76	95
Distinguished	50	29	19	38	30
Number of students tested	16	14	17	16	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	88	100	55	82	93
Distinguished	38	42	33	28	33
Number of students tested	8	8	9	11	15
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished					
Distinguished					
Number of students tested	6	1	2	1	2
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12KY1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
PROFICIENT & DISTINGUISHED	89	87	82	89	80
DISTINGUISHED	61	56	49	46	34
Number of students tested	57	48	47	48	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PROFICIENT & DISTINGUISHED	84	90	72	93	84
DISTINGUISHED	56	60	31	42	39
Number of students tested	32	22	22	29	35
2. African American Students					
PROFICIENT & DISTINGUISHED	0	0	0	0	0
DISTINGUISHED	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
PROFICIENT & DISTINGUISHED	0	0	0	0	0
DISTINGUISHED	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
PROFICIENT & DISTINGUISHED	75				
DISTINGUISHED	33				
Number of students tested	12	7	6	5	9
5. English Language Learner Students					
PROFICIENT & DISTINGUISHED	0	0	0	0	0
DISTINGUISHED	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
PROFICIENT & DISTINGUISHED	0	0	0	0	0
DISTINGUISHED	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12KY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	94	91	80	85	97
Distinguished	38	23	23	37	36
Number of students tested	57	48	47	46	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	90	91	72	89	97
Distinguished	21	43	31	40	35
Number of students tested	32	22	22	29	35
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient & Distinguished	83				
Distinguished	8				
Number of students tested	12	7	6	5	9
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12KY1